

		Vocabulary	Grammar	Reading	Listening	Speaking	Writing	GREAT LEARNERS GREAT THINKERS	Exam success Collaborative projects
1	High hopes p6	Synonyms: challenges and achievements Word formation – prefixes	1 Present perfect forms and past simple 🎧 Culture exchange: Five wishes 🎧 2 Modifying comparative and superlative forms	Position vacant: Dream job An article	The power of grit and perseverance A podcast	Personal interviews Talking about you, the people around you, your culture and personal life	Studying abroad An informal email of advice	Different paths to success 🎥 Video: Making your own career *SEL: Being flexible * Social and Emotional Learning	Exam success 1–2 Reading: Cloze p30 Writing: An essay p30 Listening: Multiple-choice p144 Speaking: Personal interview p144 Collaborative project 1
2	Trending now p18	Trends Expressions related to fashions and trends 🎧 Culture exchange: From Woodstock to Coachella – festivals and fashion in the USA Formal and informal language	1 Present and past habits 🎧 2 Relative clauses	10 years of trends An article	The life of Andy Warhol A podcast	Extended discussion 1 Agreeing, disagreeing and justifying your opinion	Different methods of selecting products An opinion essay 1	Making the swap 🎥 Video: Swap shop SEL: Being aware of our habits	Events and festivals in your country p31 Virtual Classroom Exchange
3	Making history p32	Words that are similar in meaning Phrasal verbs – separable and inseparable	1 Narrative tenses 🎧 Culture exchange: Noteworthy people 🎧 2 Inversion with negative adverbial phrases	Bringing history back to life An article	Historical films and TV series Five people talk	Discussing photos 1 The impact of inventions	Working at the Design Museum A cover letter	Piecing together the past 🎥 Video: Mission Jurassic SEL: Acknowledging the contribution of others	Exam success 3–4 Reading: Sentence transformation p56 Speaking: Comparing photographs p56 Listening: Gap fill p145 Reading: Matching p145
4	Future visions p44	Support and opposition Suffixes 🎧 Culture exchange: Rewilding Australia for a better future The Internet and online communication	1 Future forms 🎧 2 Advanced future forms	Why are dystopian novels so popular? An online forum	The future of smartphones An interview	Collaborative tasks 1 Life in the future	The effects of digital technology An academic essay	The future of robotics 🎥 Video: Meet MekaMon! SEL: Developing perseverance	Collaborative project 2 An important historical figure from your country p57 Virtual Classroom Exchange
5	Find your voice p58	Getting meaning across Expressions with <i>communication</i> and <i>voice</i> Expressions with <i>say</i> , <i>speak</i> and <i>tell</i>	🎧 1 Review of conditional forms 🎧 Culture exchange: The British are coming! 2 Advanced conditional forms	Are you ready for your close up? An article	Street artist, Libby Schoettle A discussion	Collaborative tasks 2 Express yourself	A new extra-curricular club A proposal 1	Fan communities 🎥 Video: <i>Be More Chill</i> SEL: Forming supportive communities	Exam success 5–6 Reading: Gapped text p82 Listening: Matching p146 Writing: A report p146 Speaking: Discussion p146
6	New horizons p70	Collocations: travel Phrasal verbs – experiences 🎧 Culture exchange: US National Parks Collocations: describing places	1 Mixed conditionals Inverted conditionals 🎧 2 Past regrets	The lure of the subterranean world An article	Events, trips and holidays Three conversations	Giving a talk An unusual place you stayed in	A place you recently visited on holiday A review	Eco-tourism: A win-win solution? 🎥 Video: The hotel that saved the forest SEL: Showing social responsibility	Collaborative project 3 National parks in your country p83 Virtual Classroom Exchange
7	Identity p84	Personality and behaviour Expressions with <i>self</i> 🎧 Culture exchange: Truly British habits? Describing data: synonyms	1 Passive constructions Causatives 🎧 2 Adding emphasis – cleft sentences 3 Adding emphasis – auxiliary verbs	Human nature: What does it take to survive? An article	Taking selfies Five people talk	Discussing photos 2 Making people happy	The declining uniformity of boys' and girls' names Describing visual information	Our multiple identities 🎥 Video: Photography and cultural identity SEL: Understanding people as individuals	Exam success 7–8 Reading: Multiple-choice p108 Writing: A review p147 Reading: Open cloze p147 Speaking: Extended discussion p147
8	Giving back p96	Positive action Expressions with <i>give</i> and <i>take</i> Charity	🎧 1 Reported speech 2 Order of adjectives	2040 Review. Hope for the future? A review	Work placements in the UK and Nepal A monologue	Discussing photos 3 People doing activities together	Collaborative learning at your school A report 🎧 Culture exchange: Fundraising in the UK	Inter-generational friendship 🎥 Video: A cure for loneliness SEL: Appreciating diversity	Collaborative project 4 Habits and customs in your country p109 Virtual Classroom Exchange
9	Seen on screen p110	Viewing habits Phrasal verbs – the film industry	1 <i>can</i> , <i>could</i> , <i>may</i> and <i>might</i> 🎧 Culture exchange: Hollywood North 🎧 2 Ellipsis and substitution	Television through time An article	Music videos Three conversations	Extended discussion 2 Movies and the film industry	The influence of reality TV shows An opinion essay 2	Patience 🎥 Video: Behind the scenes SEL: Being patient	Exam success 9–10 Reading: Matching p134 Listening: Multiple-choice p148 Reading: Word formation p148 Writing: A proposal p148
10	Lead the way p122	People who make a difference Words with prepositions Skills and qualities 🎧 Culture exchange: Ayakha Melithafa, climate activist	1 Gerunds and infinitives 🎧 2 Participle clauses	Role models for the future An article	Heroes in literature A podcast	A debate Opinions on society	Celebrating a modern-day hero A proposal 2	Unsung heroes 🎥 Video: Unsung heroes SEL: Developing your social and emotional impact	Collaborative project 5 Films or TV series from your country p135 Virtual Classroom Exchange

Reach higher p136

Writing checklist p141

Learner profile p142

Exam success p144

Communication activities p149 and p150

Irregular verbs p151

gateway to the world

C1

Student's Book
with Digital Student's Book



 macmillan
education

Amanda French Andrea Langton
with David Spencer

Also
includes



7

IDENTITY



Reading

Vocabulary in context – Personality and behaviour

1 **SPEAKING** Read the descriptions about family members. Discuss the meaning of the words in bold.

- Two people I really admire are my grandparents. I'm sure that many lawyers are fairly **self-serving** and just want to make money, but my grandfather deliberately chose to represent poor people. He was a very **principled** man, and would never have dreamt of overcharging anyone. If someone wasn't able to afford his fees, he was **compassionate** and worked for free when he could. He was never **distant** with his clients, like some lawyers can be, but warm and friendly. He used to work long days, which meant that my grandmother took on most of the domestic work, raising their family and running the home. It was often hard for her, but she was an incredibly **resilient** woman, and never let things get her down.
- To be honest, my younger sister Kayla and I weren't close as kids. We were very different. I was definitely more **conscientious** and hardworking and got good grades, whereas Kayla used to mess around at school and get into trouble. Because of this, I think she was jealous of me and often used to be a bit **manipulative** and **spiteful**. We must have been a nightmare for my parents at times! We were both a bit **unruly** I suppose and we used to fight a lot. At least that's how I remember it. But we get on so much better nowadays, and actually she's one of the most **selfless** people I know. In fact, she's become my best friend.

Use it ... don't lose it!

2 **SPEAKING** Describe someone you know well, using adjectives from 1.

Reach higher → page 139

3 **SPEAKING** You are going to read an article about two groups of boys who were stranded on different islands – one in fiction and one in real life. Predict what happened to the boys by using the words in the box.

British schoolboys • bully • children • manipulative • plane crash • steal food • younger

15 months • damaged boat • resilient • sing • sticks and leaves • Tongan boys

4 Read the article, ignoring the gaps. Were your predictions in 3 correct?

Exam tip

In tasks where you complete a text with paragraphs, underline examples of referencing in the missing paragraphs and the main text, e.g. *this, it, they, this kind of, in the same way*, and look for synonyms and paraphrasing of language in the missing paragraphs and the main text.

5 **37** Read the article again. Six paragraphs have been removed. Choose from the paragraphs (A–G) the one which fits each gap (1–6). There is one paragraph which you do not need to use.

6 What do the underlined words and phrases in the article and missing paragraphs mean?

7 **SPEAKING** Discuss the questions.

- Would you rather read *Lord of the Flies* or find out more about the Tongan boys? Why?
- Do you know of any other stories where a group of people had to survive in difficult circumstances? What happened and how did they deal with it?

8 **Critical thinkers**

In your opinion, what skills, abilities and personality traits would a group of your peers need in order to survive for 15 months on a remote island?

What makes you say that?



HUMAN NATURE: WHAT DOES IT TAKE TO SURVIVE?

Lord of the Flies, by William Golding, was published in 1954. The novel has sold millions of copies, been translated into over 20 languages, and adapted for stage and screen. A haunting tale about a group of British schoolboys who survive a plane crash and are stranded on a remote island, it has gone on to have an immeasurable impact not just on literature, but on the wider culture. It is often used as a parable for the supposedly innate selfishness of human nature.

1 Democracy and kindness give way to greed and brutality. With the exception of Ralph, Simon and Piggy, the older boys start to bully the younger children and steal the little food they have. As leader, the egomaniacal Jack becomes increasingly manipulative and cruel so he can hold on to power. Today, 'It was like a scene from *Lord of the Flies*' is still a comment used to describe wild and unruly behaviour.

2 That's why any true story of humans facing adversity and still behaving in an inherently good and altruistic way towards each other, speaks to our hearts. A highly inspiring story to recently emerge is that of six resilient young boys, now men, from Tonga who went missing in 1965. Like the boys in *Lord of the Flies*, Tevita David Siola'a, Sione Fataua, Luke Veikoso, Fatai Stephen Latu, Kolo Fekitooa and Sione Mano Filipe Totau were marooned on an uninhabited island, but that is where the similarity ends.

3 No Tongan would be surprised at this kind of selfless behaviour as the idea of 'everyone for themselves' clashes with their cultural values. It is customary for young Tongans to be raised with the understanding that they are part of a community and that they should put other people first. But it was a great shock for the boys' families when they were informed their sons were still alive after having been missing for 15 long months. In fact, by the time the boys were found and brought home, funerals had already been held for them. Since then, their story has been shared many times in Tonga, but now their epic experience is being brought to the attention of the world in a new book, *Humankind*, by Rutger Bregman.

4 This meant they were now at the mercy of the currents, and ended up drifting for eight days. Eventually, they sighted an island, but they had a tough decision to make: stay on the damaged boat or abandon it and try to swim across the reef. Even though it was night time, they decided to swim and eventually all crawled ashore. Desperately thirsty and malnourished, they had no alternative but to hunt and eat sea birds and fish.

5 Still, this discovery hardly meant there were no further challenges to face. During the summer it barely rained, meaning the boys had little to drink. They managed to make a raft, only to see it smashed up on the reef. Then one of the boys, Fatai, fell off a cliff and broke his leg. Showing incredible resourcefulness and skill, the boys from Tonga were able to perfectly reset the bone with sticks and leaves.

6 Kolo even created a crude guitar from driftwood, a coconut, and wires salvaged from their wrecked boat. He would play this every evening and the other boys would sing to keep their spirits up. In the end, friendship, teamwork and faith kept the boys from falling into despair and ensured their survival on the island. It is a story that will be remembered for many years to come.

- A Rather than treating each other unfairly, they were compassionate. Instead of hoarding food, they distributed it equally. There was no abuse of power and disputes were settled in an honourable manner.
- B This becomes clearer as the days pass and hope of rescue fades. Although the younger boys resent being told what to do by the older ones, they agree that a raft must be built and set off in search of wood.
- C It is most often applied to scenes of chaos amongst children. However, the dark suspicion that adults might behave the same self-serving way in similar circumstances when order is no longer imposed, is one that many of us find hard to shake.
- D This wasn't their only remarkable achievement. They managed to set up a basic food garden in the poor soil, and carve out tree trunks so that they could store the little rainwater that fell in the hollows. They kept their fire burning and stuck to a duty roster.

- E At the beginning of the story, once the boys realise there are no adults to supervise them, they attempt to 'stick to the law' and act with decency. But as time goes on, relationships and behaviour deteriorate.
- F Regaining a little strength from these meagre rations, they used their bare hands to dig out a shelter in the sea cliff. After resting here for three months, and desperate to find other resources, they managed to climb up to the island's volcanic crater. To their relief, they came upon taro and banana plants, as well as a population of feral chickens.
- G Bored with the routine and terrible food at their strict boarding school, the boys apparently decided to sneak off, take a fishing vessel, and see whether they could sail all the way to Fiji. Unfortunately, they soon ran into trouble when the mast was snapped in high winds and the rudder broke off.

Reach higher → page 139

Grammar in context 1

Passive constructions

- 1a** Look at the sentences and identify the passive tenses.
- This **will be remembered** for many years to come.
 - Lord of the Flies* **was published** in 1954.
 - They agree that a raft **must be built** and set off in search of wood.
 - By the time the boys were found, funerals **had already been held** for them.
 - Ironically, in the novel, the boys **were being flown** away from danger when their plane crashed.
 - The novel **has been translated** into over 20 languages.
 - Lord of the Flies* is often **used** as a parable for the innate selfishness of human nature.
 - Their epic experience **is being brought** to the attention of the world in a new book.
 - The younger boys resent **being told** what to do.
 - It is customary for young Tongans **to be raised** with the understanding that they are part of a community.

1b Answer the questions.

In which sentence(s) in 1a ...

- is it obvious who the agent is?
- is the agent 'people in general'?
- is the agent unknown or unimportant?

Check it page 94

2 Rewrite the active sentences as passive sentences.

- What can people do to prevent fake news being believed?
What
- The lifeguards had already rescued them by the time we arrived.
They
- The press tried to interview the survivors, but they refused.
The survivors refused
- People all over the world were following the story.
The story
- We hope that people will continue to tell this story.
We hope that
- No one rescued the boys until a year after they were marooned.
The boys
- Psychologists are carrying out some research into how people behave in survival situations.
Some research
- He doesn't like it when people ask him about the time he got lost up a mountain.
He doesn't like

Causatives

3a Look at the sentences. Which sentence isn't a causative? What is the difference in meaning between that sentence and the others?

- Bregman had/got an extract from his book about the Tongan boys published by a newspaper.
- Bregman got a newspaper to publish an extract from his book.
- Bregman had published an extract from his book.
- Bregman had a newspaper publish an extract from his book.

3b Match the causative sentences in 3a to the structures 1–3.

- have + agent + infinitive without to + object
- have/get + object + past participle (+ by + agent)
- get + agent + infinitive with to + object

Check it page 94

4 Complete the sentences with the correct causative form with **have** or **get** and the verbs in the box.

clean • cut • decorate • deliver • install • make • repair • send

- Do you want to come over and see my room? I it last week and it looks amazing!
- When my sister was in Thailand on holiday, she a fabulous dress by a tailor.
- Sometimes at weekends we a takeaway just for a treat.
- I my mobile phone at the moment, so I can't call or text you.
- We need new wi-fi Our current system isn't working well at all.
- Your hair always looks great! Where you it
- If you miss the lesson a classmate you the homework.
- When we moved we a professional company our house.

Use it ... don't lose it!

- 5** **SPEAKING** Imagine you are a billionaire. Write sentences using the causative to say what you would have done or what you would get people to do for you. Then share your sentences with the class.

Reach higher page 139



Developing vocabulary

Expressions with self

1 Read the definitions and complete the compound nouns with **self** with the words in the box.

deprecation • doubt • esteem • expression • indulgence • preservation

- the feeling of not having confidence in yourself or your abilities
self-.....
- ways of conveying your feelings and ideas, for example through painting, writing or acting
self-.....
- the practice of allowing yourself to have or to do something special that you like very much, often something that you shouldn't have or do
self-.....
- the feeling that you are as important as other people and that you deserve to be treated well
self-.....
- the wish to stay alive and to protect yourself from things that might hurt you
self-.....
- making your achievements or abilities seem less important
self-.....

2 Choose the correct word to complete these phrases with **self**. Check the meaning of any you don't know in the dictionary.

- Welcome! Come in and **yourself** at home.
a create b do c feel d make
- In the evening I like to put my headphones on and **myself** in music.
a lose b find c disappear d see
- Jorge is quite shy – at college he tends to **himself** to himself.
a find b keep c stay c feel
- When I was younger, I used to be **up in myself** – I behaved as if no one else was important.
a wrapped b folded c turned d bound
- After being ill for so long, she was a **of her former self**.
a person b shade c shadow d version
- If you're feeling a little lost, you should meditate to **yourself** again.
a shape b acquire c find d define
- You don't **yourself** today. Are you sure you're feeling OK?
a see b look c sound d appear
- He is so **of himself** and thinks he is very important. It's annoying!
a true b bold c confident d full

3 Complete the text with the correct form of the expressions in the box. There are two extra expressions that you don't need.

be a shadow of your former self • keep yourself to yourself • make yourself at home • self-deprecating • self-doubt • self-esteem • self-expression • self-indulgence

Culture exchange

Truly British habits?

The British fondness for dunking biscuits in tea is not merely enjoying the little pleasures in life as well as a bit of (a), but, according to an article in the magazine *Country Living* that lists our top-ten habits and traits, biscuit dunking is the number-one thing that makes people really and truly British.

Next on the list is avoiding sitting next to someone on public transport. While it may be true that many British people do like (b), this is also true in other countries. A more obvious trait perhaps is what many foreigners perceive as an unusual way of dressing, but that Brits would prefer to call a desire for (c), and showing their personality.

Also, British people have a strong tendency to be overpolite (number six on the list), are obsessed with queuing (number three), and step awkwardly from side to side when trying to walk past someone (number eight). Number four on the list is apologising for everything. Does this mean that British people are full of (d) and think they are always in the wrong? Or is it a sign of low (e) and a lack of confidence?

Like all stereotypes, there is a grain of truth in some of these things, but most of them are probably outdated. However, some things on the list, like eating chips with gravy (number five) and eating fry-ups for breakfast (number seven) will never change. So, if you are planning a visit to Britain and truly want to (f), grab a biscuit and get dunking.

Collaborative project 4 page 109

Use it ... don't lose it!

- 4** **SPEAKING** Which of the expressions in 1 and 2 can you use to describe yourself and people you know? Make notes and then compare your answers in pairs.

Reach higher page 139



GREAT LEARNERS GREAT THINKERS



OUR MULTIPLE IDENTITIES

Lesson aim: To reflect on how we understand our own and other people's multiple identities

Video: Photography and cultural identity

SEL Social and emotional learning: Understanding people as individuals

1 **SPEAKING** Ask and answer these questions.

- 1 What are some of the aspects that make up your identity? Which aspects are most important to you? Which are less important?
- 2 What assumptions do you think other people make about you when they first meet you?
- 3 What aspects of other people's identities do you tend to notice first?

2 **VIDEO** Watch a video about a London-based photography exhibition called *Mixed Race Faces*. What does the exhibition consist of and what are its main aims?

3 **VIDEO** Watch the video again. Are these statements **T** (True) or **F** (False)?

- | | |
|--|-------|
| 1 Natalie has mixed Asian and European heritage. | T / F |
| 2 The organiser of the exhibition started out by photographing strangers in the street. | T / F |
| 3 According to census data, around 5% of the British population identifies as mixed race. | T / F |
| 4 Jonathan appreciates having the opportunity to discuss the feelings he's had for a long time. | T / F |
| 5 The organiser has always viewed her experience of living in different countries in a positive way. | T / F |

4 **SPEAKING** Read the text and answer the questions.

- 1 Why do we tend to sort objects into categories, according to the article?
- 2 Why can't we categorise people in the same way?



WHY DO WE CATEGORISE PEOPLE?

Our brains are wired to try to make complex things simple. When we're presented with a list of random objects – say, 'apple, pencil, banana, T-shirt, ruler, hat, socks' – we'll quickly sort those objects into categories. This tendency to categorise objects is, of course, extremely useful. In a world fraught with complexity and ambiguity, it enables us to rapidly process information and make sense of what's around us. However, this process of categorisation becomes much more problematic when we attempt to apply it to other human beings.

When we think about ourselves or anyone that we know well, we can see that trying to define an individual's identity through simplistic labels defies common sense. None of us can be understood through our membership of any single group: it's clear that we all belong to many groups simultaneously. I'm not just a teenager, a student, an Arsenal supporter or a Londoner. I belong

to all of those groups and to many others as well. It's equally obvious that the members of a group are different from each other, even if stereotypes may trick us into thinking otherwise. What's more, we can't possibly know which groups a person identifies with simply by looking at them. The colour of my skin is part of my identity but it doesn't tell you where I was born or grew up. It doesn't give you any reliable information about what I'm like as a person, what I like eating, what music I enjoy, or what I do in my free time. Neither does it reveal where I live or where I feel I most belong.

Human beings are not clothes, stationery and fruit: we can't be put into boxes and labelled. We're unique individuals. We're complex and multifaceted, constantly changing and endlessly fascinating, and in that sense at least, we're all the same.



GREAT THINKERS



Share-Wait-Think-Discuss

5 **SPEAKING** Follow the instructions in groups of three and follow this procedure.

- 1 Reflect on the ideas in the text. What did you find interesting or thought-provoking? Why? What other questions does the text raise for you? Make notes.
- 2 One by one, **share** your ideas with your group.
- 3 **Wait** in silence and listen actively while the others are speaking. Don't interrupt! **Think** about what each person is saying.
- 4 **Discuss** all the ideas that you have shared. Make comments and ask questions about what other people said. What have you learned from listening to and talking to the other people in your group?

6 **SPEAKING** The text in 4 discusses the way that our brains tend to categorise people into groups and use stereotypes to try to understand them. Why is this a problem? To what extent do you think we categorise ourselves as well as others? What can we do to overcome this tendency?

GREAT LEARNERS **SEL**



Great learners try to understand people as individuals.

Why is it important to avoid making assumptions about people's identities based on appearances? What can we do to try to understand how other people think and feel? How can we help other people to understand our own identities?

Learner profile page 143

Listening

- 1 **SPEAKING** 🗣️ Do you take selfies? When? Do you post them on social media? Why/Why not?

Exam tip

In tasks where you have to match speakers to topics, the options in the task don't use the same words as the listening extracts. Before you listen, read the options and think about how they might be paraphrased.

- 2 Look at the exam tasks in 3. Read the options (a–h) in task 1 and think of ways of paraphrasing them. Then read the options (a–h) in task 2 and think of synonyms for the adjectives.
- 3 🎧 Listen You are going to listen to five people talking about taking selfies. Listen and complete both tasks.

Task one

For questions 1–5, choose from the list (a–h) the reason why each speaker takes/doesn't take selfies. There are three extra letters which you do not need to use.

- | | | | | |
|---|---|-----------|---|-------|
| a | to get more experience | Speaker 1 | 1 | ..... |
| b | to guide others | Speaker 2 | 2 | ..... |
| c | to show how damaging they are | Speaker 3 | 3 | ..... |
| d | to document change | Speaker 4 | 4 | ..... |
| e | to mark an event | Speaker 5 | 5 | ..... |
| f | to sell beauty products | | | |
| g | to be part of the phenomenon | | | |
| h | to avoid wasting time on trivial things | | | |

Task two

For questions 6–10, choose from the list (a–h) how each speaker feels about posting selfies. There are three extra letters which you do not need to use.

- | | | | | |
|---|-------------|-----------|----|-------|
| a | worthless | Speaker 1 | 6 | ..... |
| b | connected | Speaker 2 | 7 | ..... |
| c | angry | Speaker 3 | 8 | ..... |
| d | frustrated | Speaker 4 | 9 | ..... |
| e | rewarded | Speaker 5 | 10 | ..... |
| f | emotionless | | | |
| g | cheerful | | | |
| h | tolerant | | | |

Critical thinkers

In your opinion, why has taking selfies become so popular?

What makes you say that?



Grammar in context 2

Flipped classroom video

Watch the Grammar Presentation video



Adding emphasis – cleft sentences

5a Read the pairs of sentences. Is there a difference in meaning between them? If so, what is it?

- a My best friend first had the idea.
b **It was** my best friend who first had the idea.
- a I take most selfies near my window.
b **The place where** I take most selfies is near my window.
- a I kept helping people because I enjoyed it.
b **The reason (why)** I kept helping people was that I enjoyed it.
- a It annoys me that some people spend hours every day taking selfies.
b **The thing that** most annoys me is that some people spend hours every day taking selfies.
- a The term 'selfie' is new.
b **What is new** is the term 'selfie'.

5b Answer the questions.

In which pair(s) does sentence b use ...

- it* as the subject?
- what* or *all* as the subject?
- an expression to emphasise the place?
- an expression to emphasise the topic?
- an expression to emphasise the reason?
- an expression to emphasise the person?

Check it page 94

6 Rewrite the sentence so that it has a similar meaning but gives emphasis to the underlined part of the sentence. Use structures for cleft sentences.

- Rachel uploaded the selfie.
- I love hanging out on my balcony.
- I enjoy posting selfies with my puppy because he's so cute.
- It's so exciting that you've got over 1,000 followers.

Use it ... don't lose it!

7 **SPEAKING** 🗣️ Complete the sentences with your own ideas. Then share your sentences.

- The place where ...
- The person who ...
- The reason I enjoy ...
- What I like most about ...

Reach higher page 139

Developing speaking

Discussing photos 2

- 1 **SPEAKING** 🗣️ Look at the photos and the speaking task. Which two photos would you prefer to talk about? Why?

Compare two of the photos, and say what might be making the people happy in these pictures and how often moments like these occur.



- What might be making the people happy in these photos?
- How often do moments like these occur?

- 2 🎧 Listen to a student doing the task in 1. Which two photos does he talk about?
- 3 🎧 Listen again and answer the questions.
- What does the student think might be making the people happy in the photos?
 - What does he say about how often these moments occur?

- 4 🎧 Listen again. Which words and expressions in the Speaking bank does the student use?

Speaking bank

Using your own experience and knowledge to speculate

- I've (never) been in that kind of situation myself, and/but ...
- I imagine that ...
- I think, from looking at (their faces) ...
- We can't say for sure what's going on, but ...
- It could be the case that ...
- That's the sort of scenario that you sometimes see ...
- Almost everyone will find themselves in this kind of situation ...

Exam tip

In tasks where you discuss photos, remember that you are being assessed on your grammatical and lexical range. Use a variety of phrases to describe and compare photos and to speculate.

- 5 **SPEAKING** 🗣️ Describe the photo in 1 that wasn't discussed in 2. Speculate about different scenarios using your own experience and knowledge and the expressions in the Speaking bank.

Grammar in context 3

Adding emphasis – auxiliary verbs

6 Look at the sentences and answer the questions.

- Most people **do** only take school-leaving exams once.
- I **did** feel really anxious on results day.
- He **does** get very excited when they win.

- What extra word has been added in each sentence to emphasise the verb?
- How would you write each sentence without emphasising the verb?
- What form of the main verb do we use when we use the auxiliary to add emphasis?

Check it page 94

7 Rewrite the sentences to add emphasis.

- People get excited about many things, actually.
- I'm not very athletic but I enjoy swimming.
- She makes me laugh a lot.
- They passed their exams after all.
- My grandad is retired now but he still does voluntary work.

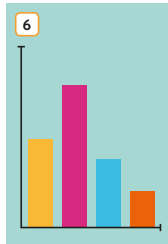
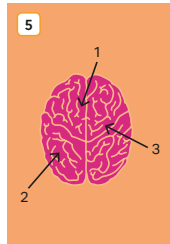
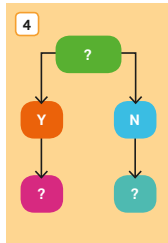
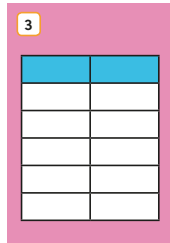
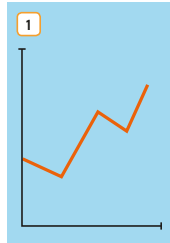
Practice makes perfect

- 8 **SPEAKING** 🗣️ Turn to page 149 and follow the instructions.

Developing writing

Describing visual information

- 1 Look at the graphs and complete the sentences with the words in the box.



bar chart • diagram • flow chart •
line graph • pie chart • table

- A shows how a quantity changes over time.
- A shows how something is divided into different categories.
- A shows information in columns and rows for easier interpretation.
- A shows how a process works and the different choices you can make.
- A is a drawing that explains something.
- A shows how different amounts compare with one another.

- 2 Read the text. What are the Big-Five personality traits? Describe the studies in your own words. What do you think will be the outcome of the comparison in the study?

The Big-Five personality traits

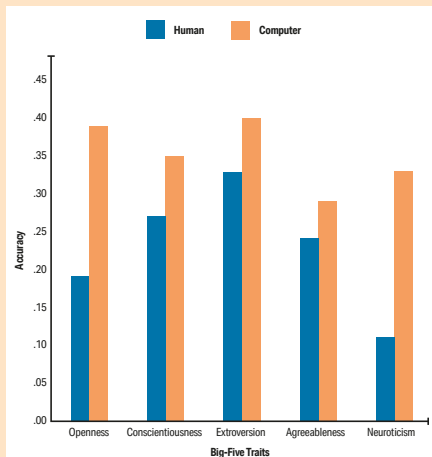
Developed in the 1980s, the Big-Five personality traits describe five general aspects of people's character. They are sometimes referred to by their acronym OCEAN standing for openness, conscientiousness, extroversion, agreeableness and neuroticism. Recently, two studies have been carried out to assess to what extent a person's digital footprint can predict aspects of their personality. The assessments have been done by both humans and computers to compare which is more accurate.

- 3 Look at the bar chart and the task below and answer the questions.

- Which personality traits were computers more than twice as accurate at predicting than humans?
- Which personality traits were humans only slightly less accurate at predicting than computers?
- What is the main point of the bar chart, a or b?
 - Computers are better than humans at predicting the Big-Five personality traits.
 - Humans are nearly as good as computers at predicting most of the Big-Five personality traits.

The bar chart below shows the accuracy of computer algorithms in predicting the Big-Five personality traits based on a person's digital footprint, compared with the accuracy of human predictions.

Summarise the information by selecting and reporting the main features and make comparisons where relevant.



- 4 Read a student's answer for the task in 3 and answer the questions.

- Is the language semi-formal or informal?
- Does the description include every detail shown in the graph?
- What information is included in each paragraph?
- Does the writer provide personal opinions?
- What tense is used most often? What other tenses are used?

The bar chart evaluates and compares the accuracy of a computer compared with a human when predicting five major human personality traits.

Of the five traits looked at in the research, neuroticism, stands out from all of the others as being the characteristic that computers could predict much more accurately than humans. The graph shows that the computer, with an accuracy of almost 0.35, was almost three times as accurate as a human, with an accuracy rate of 0.12. A less dramatic, but still significant difference was recorded for openness. With an accuracy rate just under 0.40, the computer was twice as accurate as a human, which had an accuracy rate of 0.20. Conscientiousness, extroversion and agreeableness were predicted slightly more accurately by computers, but there was less of a difference.

To sum up, all five of the personality traits were predicted more accurately by computers than by humans.

- 5 Look at the words and expressions in the Writing bank and check that you understand them all. Which are used in the answer in 4?

Writing bank

Useful language for describing visual information

Describing statistics

- 5/10/15 percent/%
- a quarter/a third/half/three-quarters of ...
- twice/three times the amount
- ... was (almost) two/three/ten/times as ...
- one in three/four/five
- the majority/minority of ...

Describing trends

- remain the same/change little
- stabilise
- fluctuate
- reach a high/peak/low
- a significant difference is ...
- there was less/more of a difference
- a (more/less) dramatic difference

Making comparisons

- slightly less than/considerably more than/markedly different from ...
- One figure/Something that stands out ...
- The ... are almost the same as/broadly similar to ...
- One of the more notable changes was ...
- The highest figure was for ...
- ... stands out as ...

Vocabulary – Describing data: synonyms

- 6 Look back at the text in 4 and find synonyms for these words and phrases.

- | | |
|--------------------|-----------------------|
| 1 important, large | 5 is noticeable among |
| 2 assesses | 6 observed |
| 3 a little | 7 distinction |
| 4 precisely | |

- 7 Complete the text with words and phrases from 4 and 6.

Five characteristics were (1) in the survey, in which a (2) number of people took part. To conclude, the computer was much better at predicting traits than humans were, and people were (3) less accurate than the algorithm. It was also (4) that the computer could predict some characteristics more (5) than others.

Exam tip

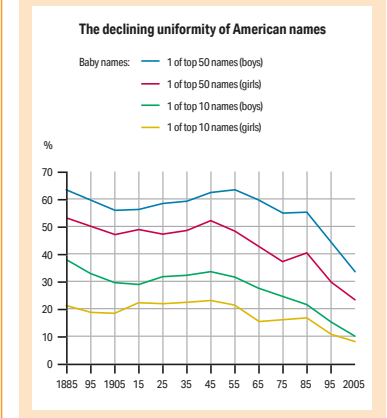
In writing tasks where you have to summarise the information in a graph or chart, summarise only the most important information and the main findings. This will give you more time to focus on using accurate language.

Practice makes perfect

- 8a Look at the line graph and do the task.

The line graph shows the declining uniformity in American boys' and girls' names since 1885. Summarise the information by selecting and reporting the main features and make comparisons where relevant.

Write around 150 words.



- 8b When you finish your summary, use the Writing checklist on page 141 to check it.

Grammar reference

Passive constructions

Form

be (in the appropriate form) + past participle
The new gymnasium will be completed in mid-September.
All of the chairs have been taken. You'll have to stand.
The school hall is due to be refurbished next year.

Use

To focus on the action, or its effects, rather than the agent (the person or thing) doing it.

The agent is often unmentioned if:

- it is obvious who the agent is.
A man has been arrested (by the police).
- their identity is unknown or unimportant.
They were given name badges before the conference.
- we would rather not mention them.
I was told that you were angry with me.

However, if we want to mention the agent, we use the preposition by.

The museum has been visited by 30,000 tourists so far.

We may also use a passive form if the agent or subject of the verb is a long phrase.

She was interviewed by the head of the French department at the university.

Passive infinitives and gerunds

Certain verbs such as *like*, *dread* and *imagine* are followed by a gerund. In the passive voice, they need a passive gerund (*being* + past participle).

Can you imagine being chosen to star in a film?

Adjectival phrases, which are normally followed by an infinitive with *to*, need a passive infinitive (*to be* + past participle).

The documents were too sensitive to be made public.

My mother was disappointed not to be offered the job.

Modal verbs require the passive infinitive without *to* (*be* + past participle).

Passports must be handed in at reception upon arrival.

Causatives

Use

To talk about actions that are done for the subject of the sentence rather than by the subject.

Have and get can both be used as causative verbs.

In these sentences, *have* is slightly more formal than *get*.

The town council had the public library rebuilt last year.

I get my eyes tested once a year.

The agent can be included in the sentence either directly after the causative verb or by using the preposition *by*.

He got me to change / had me change it.

They had/got their house repainted by professionals.

Adding emphasis – cleft sentences

To add emphasis or give extra importance to one part of a sentence, we can use cleft sentences. We use:

- The ... + is/was** to emphasise the thing/person/place/reason.
The thing that I love to eat the most is chocolate.
The person who helped me the most was Tom.
The place where the fire started was the kitchen.
The reason why it took so long is because of all the traffic.

- It is/was ... that ...** to emphasise the words between *It is/was* and *that*.

It's the piano (that) he's good at, not the violin.

Although we tend to use *that* in spoken English, we may also use *which* or *who*.

It's my maths exam which I'm worried about most.

It was my brother who gave me the watch – not my sister.

Where and when tend to be used more informally.

It was 9 o'clock when we were supposed to meet.

It was Spain where I was born, not France.

- What ... is/was ...** to emphasise the words after *is/was*.
What I'd like most for dinner is pizza.

Adding emphasis – auxiliary verbs

In present or past simple sentences, we can add emphasis by including the auxiliaries *do/does/did* to the verb clause. The main verb is used in the infinitive form without *to*.

Well, that's nonsense. You do look like brothers!

If the main verb is *do*, *do* is repeated.

I don't do much but I do do the washing up.

In sentences already containing an auxiliary verb, we don't add *do*, we just stress the auxiliary verb.

I am going to/will/wouldn't tell her!

Grammar test

Passive constructions

1 Decide if the sentences are correct. Rewrite the incorrect sentences.

- He will be rewarded for his hard work.
- No one likes telling off in front of their friends.
- Their presentations must to be completed by Monday.
- We need to find another classroom. This one is being used by someone else.
- All the items had been hand over to the police following the arrests.
- It is unusual for young people are given a promotion so quickly.
- The essays are due to be handed in by Friday.
- Listen! The results are to be announced as we speak.

/ 8 points

Causatives

2 Put the words in the correct order to make sentences in the causative form.

- she / feed / the cats / to / her / got / for / someone
- the / the / had / repaired / roof / after / we / storm
- have / repainted / door / the / had / just / we
- I've / cut / years / having / my / for / here / hair / been
- my / got / eyes / tested / today / I

/ 5 points

Adding emphasis – cleft sentences

3 Add emphasis to the underlined parts of these sentences.

- The dog ate your dinner.
- My teacher told me to come to your office.
- I read a book before I go to sleep.
- We went to the shop to get some pens.

/ 4 points

Adding emphasis – auxiliary verbs

4 Look at the conversations. Add emphasis to B's responses using *do/does/did*.

- A: Joaquín is always on time to class.
 B: Well, he lives opposite the college.
- A: I wish we had done more preparation.
 B: We did as much as we could.
- A: Why don't you like my new coat?
 B: I like it!

/ 3 points

Vocabulary test

Personality and behaviour

1 Write definitions or explanations for the words in the box.

compassionate • manipulative • resilient • selfless

/ 4 points

Expressions with self

2 Complete each phrase with a preposition.

- | | |
|--------------------------------------|--------------------------------|
| 1 lose yourself something | 4 be wrapped in yourself |
| 2 be full yourself | 5 make yourself home |
| 3 be a shadow your former self | 6 keep yourself yourself |

3 Complete the sentences with an expression with *self*.

- He's got so much he doesn't believe he can do the job at all.
- She has very low What can we do to boost her confidence?
- Art and dance are both popular forms of
- She ate all the cake, even though she knew it was
- I think that businessman is entirely and only cares about himself.

/ 11 points

Describing data – synonyms

4 Give synonyms for these words and phrases.

accurately • evaluate • significant • slightly • stand out from

/ 5 points

Total: / 40 points

Vocabulary

40 1 Personality and behaviour

compassionate • conscientious • distant • manipulative • principled • resilient • selfless • self-serving • spiteful • unruly

41 2 Expressions with self

compound nouns: self-deprecation • self-doubt • self-esteem • self-expression • self-indulgence • self-preservation

phrases: be a shadow of your former self • be full of yourself • be wrapped up in yourself • find yourself • keep yourself to yourself • look yourself • lose yourself in (something) • make yourself at home

42 3 Describing data – synonyms

accurately (adv) – precisely (adv) • difference (n) – distinction (n) • evaluate (v) – assess (v) • record (v) – observe (v) • significant (adj) – important (adj) • slightly (adv) – a little (adv) • stand out from (phr v) – be noticeable among (phr)

gateway

to the world

C1

Workbook
with Digital Workbook



7 IDENTITY

Vocabulary in context and reading

Personality and behaviour

1 ☆ Decide if these adjectives are positive (P) or negative (N) characteristics.

- | | | | |
|-----------------|-------|----------------|-------|
| 1 compassionate | ..... | 6 resilient | ..... |
| 2 conscientious | ..... | 7 selfless | ..... |
| 3 distant | ..... | 8 self-serving | ..... |
| 4 manipulative | ..... | 9 spiteful | ..... |
| 5 principled | ..... | 10 unruly | ..... |

2 ☆☆ Complete the examples with an adjective from 1.

- My mother is very and never puts her own interests ahead of others.
- I find Maude quite and difficult to talk to: she's not a very warm person.
- My older brother was rather when we were kids and would say horrible things to me just to make me cry.
- My uncle is a very person who always shows sympathy for others.
- His friends are quite a(n) bunch of people and only do something if it benefits them personally.
- The kids are lovely, but they are quite a(n) group and things can get a bit chaotic in class.
- It's great that Joel's so but sometimes he needs to stop work and relax for a bit.
- She was so as a child that she could always get her parents to do what she wanted.
- Although he's already had three operations this year, Ali never loses his smile. He's very
- Maya is a very person: if she doesn't think something is right she'll say so.

Vocabulary extension ☆☆☆

3 Complete the sentences.

- We usually use *bitter, sour and sweet* to describe f.....
- We usually use *cool, warm and icy* to describe t.....
- However, we can also use these adjectives to describe p..... and f.....

4 Choose the correct alternative.


- May seems quite *bitter/sweet* about not being given a main role in the school play.
- Mr Cross gave us a *warm/an icy* stare when we arrived late for the exam.
- Chloe is a very *sour/sweet* person who is always kind to others.

- When I said Hi, Lou gave me quite a *sour/sweet* look. I don't know what's wrong with her.
- They gave the visiting team a very *warm/sweet* reception when they got off the bus.
- His manner is quite *warm/cool* and calculating: I don't think he particularly wants to work with me.

5 Read the article quickly, ignoring the gaps. What types of national symbols are mentioned?

Great students' tip

Reading: Completing a text
Before you choose which paragraph fits each gap, take time to read the whole text. This will give you a good understanding of the whole text which can help predict the type of content that will fit in each paragraph.

6  Read the article again. Six paragraphs are missing. Choose from the paragraphs (A–G) the one which fits each gap (1–6). There is one paragraph which you do not need to use.

7 Match the underlined words and phrases in the article to the meanings.

- | | |
|---|-------|
| 1 as a result of their own ability or quality, not by association with others | ..... |
| 2 famous building or object that you can see and recognise easily | ..... |
| 3 connected, related or linked | ..... |
| 4 one complete turn around a course, e.g. in athletics | ..... |
| 5 have no connection to | ..... |
| 6 informal way to refer to Australia or New Zealand | ..... |
| 7 ceremonial design or shield which represents a family, city or country | ..... |



Critical thinkers

8 Which are advantages (A) and which are disadvantages (D) of national symbols?

- | | |
|---|-------|
| 1 Give people a sense of belonging | A / D |
| 2 Could make migrants feel like outsiders | A / D |
| 3 Promote a local identity in a globalised world | A / D |
| 4 Help to preserve culture and traditions | A / D |
| 5 Can represent links to things which have changed (e.g. a colonial past) | A / D |
| 6 Could be identified with extremism | A / D |

WHO ARE WE? The many symbols of national identity

As humans, we like to belong. According to an article by Doctor Kelly-Ann Allen in *Psychology Today*, humans have an innate need to connect and create bonds with others. When looking at identity, we can describe ourselves in various ways. We can identify ourselves with other people because of where we live, our interests, or where we work or study. But one of the main ways most people describe themselves is in terms of their nationality. On a superficial level, this relates to where you are from.

1
The most obvious of these is the national flag. But how are these designed? It has been estimated that 86% of world flags reflect geographical features of their country in some way, for example, including blue in reference to the sea or a line to represent the Equator. Other common elements are stars, stripes and crosses, while some flags feature depictions of the sun, the moon or animals. The most popular colour for flags is white, which features on 17.7% of national flags, while only 0.6% include orange.

2
Sports teams are another national symbol which people often identify with, particularly during important events like world championships and the Olympics. Even people who may not consider themselves very patriotic or big sports fans can be drawn together by such events and start using the pronoun 'we' to refer to national victories.

3
It's evident then that sports play a significant role in establishing national identity. According to a survey conducted in Canada, hockey was the fifth most important national symbol rated as 'very' or 'somewhat important' by over 75% of the population. Yet other countries may be associated with very different national symbols.

4
Staying 'down under', it probably won't be too difficult to guess which country's coat of arms features the kangaroo and the emu. Indeed, it probably comes as no surprise to discover that another symbol which many countries have is a national animal – and some have up to six! Did you know that 33 countries actually have a national bird and five have a national insect? One animal is the choice for no fewer than 17 different nations: the lion. And a further 15 countries have animals which don't even exist – mythical animals like the Welsh dragon.

5
The public were invited to send in nominations and 5,000 ideas were received. 300,000 people then took part in a vote to choose the winners and a final list of 100 icons was drawn up, featuring such diverse symbols as fish and chips, Doctor Who and the map of the London Underground.

6
The 99-year-old veteran of the Second World War decided to try and raise £1,000 to support the British National Health Service by walking laps of his garden. His selfless effort and dedication caught the mood and hearts of the nation and by his 100th birthday the compassionate national hero had far surpassed his initial target, raising over 32 million pounds and becoming an icon of 2020.



So whether it's flags, colours, sports or buildings, or less tangible things like customs and heroic endeavours, it's clear that we share diverse national symbols with people from our 'tribe and that these form an integral part of our identity.



- A If asked to pick something representative of France, the Eiffel Tower would clearly be an obvious choice. In fact, in a survey of people from Germany, Italy, Spain and Britain, it was picked as the monument that best symbolised not only France, but the whole of Europe. Other landmark buildings which have come to symbolise an entire nation might include India's Taj Mahal or Australia's Sydney Opera House.
- B Other national symbols also aren't restricted to real, tangible things. Back in 2006, the Icons project in England set out to identify things that people associate with 'Englishness' in order to build up a kind of national image.
- C However, national identity is about much more than mere geographical origin. It is closely bound to all types of symbols which serve to identify and unite people from a particular place.
- D When asked for examples, many people will come up with a national dish, traditional costume or folk song. Some of these are centuries old, but of course other national symbols may be considerably more recent.
- E Not surprisingly, the colours which can be found in the national flag often become a symbol in their own right. Apart from being the colours of the Union Jack, red, white and blue are also closely associated with Britain and worn by Team GB at international sporting events. However, in other countries this is not the case. The Italian flag is red, white and green, yet interestingly Italian athletes normally compete wearing blue.
- F People may also become national icons by doing something particularly significant at a specific moment in time, and fostering a sense of national unity. One recent example is that of Captain Tom Moore.
- G Aside from supporting a team in actual competitions, many countries also have a national sport which may in itself become a significant national symbol. In around 15 countries, these are even established by law. They often bear no relation to actual viewing or participation figures and cover a wide variety of sports, from archery (one of three national sports in Mongolia) to sumo wrestling (Japan) to water polo (Montenegro), with cricket coming out as one of the most popular.

Grammar in context 1

Passive constructions and causatives

1 ☆ Match the passive and causative sentences (1–7) to the descriptions (a–g).

- 1 I was named after my mum.
- 2 Can you get Will to bring my ID card when he comes?
- 3 I was really annoyed to be asked for proof that I was over 18.
- 4 All assignments must be handed in by midday.
- 5 I'm having my photo taken for my new ID card.
- 6 We had someone take a family portrait for my grandad's birthday.
- 7 I don't like being confused with my younger sister.

- a past simple passive
- b passive gerund
- c passive infinitive
- d passive infinitive following a modal verb
- e causative with *have/get* + object + past participle
- f causative with *have* + agent + infinitive without to + object
- g causative with *get* + agent + infinitive with to + object

2 ☆☆ Complete the sentences using correct passive forms.

- 1 Medicine should (take) after meals.
- 2 I worked from home yesterday while my new washing machine (install).
- 3 The film (release) last week and is already proving to be a big hit.
- 4 My phone was off because I didn't expect (call) after 11.00 at night.
- 5 The dish (normally/serve) with rice.
- 6 Can you turn off your phone to avoid us (disturb) during the meeting?
- 7 A new mall (construct) near here. It should be finished next month.

3 ☆☆☆ Complete the text using correct passive forms.

The history of ID CARDS

People can (1) (require) to identify themselves in many different daily situations. In some countries, ID cards need (2) (carry) at all times. In other countries different forms of identification, such as driving licences or other photo ID, (3) (accept). But when exactly (4) (ID cards/invent)?

The oldest items which (5) (use) to indicate identity are thought to be pieces of simple jewellery around 100,000 years old. By the end of the 15th century, the first 'passports' (6) (introduce): King Henry V created documents for English people travelling abroad. One of the earliest national ID cards (7) (issue) by Sultan Mahmud II of the Ottoman Empire in 1844.

Nowadays, biometric identification, involving fingerprints and iris scans, (8) (use) extensively. How people feel about ID cards varies a lot. In countries where ID cards (9) (require) for a long time, they are quite uncontroversial, but elsewhere (10) (ask) to carry an ID card can make people feel quite uncomfortable.



4 ☆☆ Are these sentences correct? If not, correct them.

- 1 My friend gets her nails done every month.
- 2 When you arrive, get someone given you a hand with your suitcase.
- 3 My parents had a new air conditioning unit install.
- 4 I'm getting my eyes test this afternoon.
- 5 Can you get your brother to give us a lift?
- 6 Have you ever taken your photo professionally?

5 ☆☆☆ Rewrite the sentences using a passive or causative form.

- 1 I asked Kim to explain it one more time. I got
- 2 They're giving Lena an award for her project. Lena
- 3 A technician reformatted my computer. I
- 4 We must finish the project before the weekend. The project
- 5 One of our staff will bring your order now. I'll have
- 6 It makes me upset when people ask my age. I don't like

Grammar challenge ☆☆☆

6 Find and correct eight mistakes in the text.

As my passport was on the verge to expire, I wanted to make sure the new one had a good photo of me. I'm not a big fan of having taken my photo so my mum suggested I should get the job done professionally. In the end I decided to get a friend take the photo. I should had listen to my mother! They rejected my passport application because of the photo, that was the wrong size. No sooner I had received the rejection than I made an appointment with a professional photographer. I don't regret it. Not only she put me at my ease, but the photo actually made me look human! Had I known the difference it would make, I had taken my mother's advice in the first place!

- 1 5
- 2 6
- 3 7
- 4 8

Developing vocabulary and listening

Expressions with self

1 ☆ Match the halves to make sentences.

- 1 With so much pressure to be available for work 24:7, switching my computer off at 8 pm
 - 2 Taking part in the school debating team
 - 3 It's normal to question your abilities, but try not
 - 4 I may not be a great artist, but I find painting
 - 5 Eating what I want whenever I like
 - 6 Louise often seems
- a to get overwhelmed by feelings of **self-doubt**.
 b is my idea of **self-indulgence**.
 c is an act of **self-preservation**.
 d has done wonders for Jamie's **self-esteem**.
 e to be a great vehicle for **self-expression**.
 f to criticise herself and use **self-deprecation** to get a laugh.

2 ☆☆ Replace the words in bold with the correct form of the expressions with *self*.

- 1 After his stay in hospital, Luke **didn't look anywhere near as robust and healthy as he did before**.
- 2 Are you alright? You seem very **quiet and distant from other people** today.
- 3 I think we should take the cat to the vet. She hasn't **appeared as healthy as normal** for a few days now.
- 4 I find Jed quite irritating. He **thinks he's more important than anyone else**.
- 5 We don't really know our next-door neighbour. She tends to **maintain a distance from other people**.
- 6 Come on in! **Take a seat, get comfortable**.

3 34 ☆☆☆ You will hear five people talking about the clothes they wear. Listen and complete both tasks.

TASK 1

For questions 1–5, choose from the list (a–h) what determines the clothes each person wears. There are three extra letters which you do not need to use.

- | | | | |
|------------------------------|-----------|---|-------|
| a the latest trends | Speaker 1 | 1 | ..... |
| b wanting to be different | Speaker 2 | 2 | ..... |
| c ethical considerations | Speaker 3 | 3 | ..... |
| d comfort | Speaker 4 | 4 | ..... |
| e price | Speaker 5 | 5 | ..... |
| f looking smart | | | |
| g sharing a look with others | | | |
| h an active lifestyle | | | |

Great students' tip

Listening: Multiple matching tasks
 Read both tasks before you start, so that you know what you are listening for. In an exam, you may get to listen twice, but it's advisable to try to answer both tasks each time you listen.

TASK 2

For questions 6–10, choose from the list (a–h) where each person gets their clothes. There are three extra letters which you do not need to use.

- | | | | |
|--------------------------------|-----------|----|-------|
| a online | Speaker 1 | 6 | ..... |
| b an outlet store | Speaker 2 | 7 | ..... |
| c on the high street | Speaker 3 | 8 | ..... |
| d small shops offering quality | Speaker 4 | 9 | ..... |
| e at a hypermarket | Speaker 5 | 10 | ..... |
| f they don't really buy any | | | |
| g they make them from scratch | | | |
| h second-hand | | | |

Critical thinkers

4 Which things are usually true of second-hand clothes shopping?

- a It's more economical.
- b There's a big selection.
- c It reduces the environmental impact of fashion.
- d You're contributing to a good cause.
- e You find all of the latest brands.
- f The staff work for free.
- g It's easy to find what you want.

Vocabulary extension ☆☆☆

5 Complete the sentences with expressions from the box.

self-aware · self-control · self-defence · self-employed · self-opinionated · self-satisfied

- 1 They've just started special classes at our school.
- 2 Mitch is not very and tends to drone on even when it's obvious other people are bored.
- 3 When it comes to chocolate, I have very little
- 4 I know Todd got an A in the exam, but I wish he wouldn't go around with that expression on his face.
- 5 I find Margot rather She never listens to other people's points of view.
- 6 My mum got fed up working for someone else, so she's now

Grammar in context 2

Adding emphasis: cleft sentences

- 1 ☆ Read the sentence in bold. Then complete 1–3 with phrases from the box to make more emphatic sentences.


is the friendly service • it's • that I like • the thing that • what I like

I like the friendly service.

-is the friendly service.
 -the friendly service
 -I like
- 2 ☆☆ Make emphatic sentences about the underlined information starting with The thing/person/place/reason ...
- Jake works in a computer store.
 - They left because the sales assistant was so rude.
 - Ms Clark is the person you need to speak to about the robotics club.
 - I really miss being able to lie in bed on a Saturday morning.
 - There are lots of great shoe shops in Fisher Street.
- 3 ☆☆ Rewrite the sentences starting with *It* and emphasising the underlined word.
- Gemma left her phone on the bus.
 - I saw our new maths teacher yesterday.
 - We saw my cousin in the high street last week.
 - Clem is the captain of the water polo team.
 - I was born and raised in Ireland.
- 4 ☆☆ Rewrite the sentences with *what ... is/was*.
- You need a holiday.
 - I found her attitude surprising.
 - I'd like something to eat.
 - They disliked her air of self-importance.
 - The amazing thing was that Jude arrived at exactly the same time.
 - I saw Peter practising for the play

- 5 ☆☆☆ Complete the text with one word in each gap.

A WORLD of REDHEADS



Overall, less than 2% of the world's population have red hair. (1) is striking is that in Scotland, the figure stands at around 10%. However, according to Scottish photographer Kieran Dodds, what is even more interesting (2) that there are other parts of the world where red hair is common too. It (3) while attending World Redhead Day in London that Kieran met people from around the world who shared his hair colour. And (4) was this experience that led Kieran to prepare a book of photographs on the subject. It wasn't such a surprise to meet other red-headed people from Perm in Russia, as it's about as far north as Scotland. The reason (5) people with ginger hair generally tend to come from northern latitudes is (6) they are able to absorb vitamin D even in areas with little sunlight. But (7) did surprise Kieran was the fact that there are also pockets of red-headed people in places he did not expect. For example, did you know that one place (8) there are groups of redheads is Jamaica?

Grammar challenge ☆☆☆

6 Choose the correct alternative.

- a holiday tomorrow, I'd stay in bed till lunchtime.
a Was it b Were it c It was
- Rarely such an enjoyable evening.
a have I had b I've had c I did have
- the oral exam that I'm worried about.
a What b The thing c It's
- Craig's parents were delighted to their friend's wedding.
a being asked b to be asked c be asked
- dinner before they get here do you think?
a Are they on the verge of eating
b Will they have been eating
c Will they have eaten
- We got the garage my uncle recommended our car.
a serviced b service c to service
- The gym will during the school holidays.
a be being repainted
b being repainted
c be repainting

Developing speaking

Discussing photos 1

- 1 ☆ Match the words in the box to the photos

beard • hairstyle • hipster • identical • short-sleeved • sleeveless • suit



- 2 (35) ☆ Read the task then listen and answer the questions.

- Which vocabulary items from 1 do you hear?
- What's her opinion about the second part of the question?

Compare the pictures and say what they might tell us about the visual identity of the twins and how you think parents should dress twin children.

- 3 (35) ☆☆ Listen again. Complete each sentence with a word or short phrase.

- She thinks the twins in the first photo are about
- She says some parents not only dress twins the same, but also
- She says the formally-dressed man in the second photo might have to dress like this
- She says some parents opt to dress twins the same because

- 4 ☆☆ Match the sentence halves to make expressions used to speculate based on our own experience and knowledge.

- Most of us know
- It could be
- I've never been
- Almost everyone will
- I think, from

- experience...
- looking at (their faces), ...
- the case that...
- in that kind of situation myself, but ...
- find themselves in this kind of situation ...

- 5 ☆☆☆ Rewrite the sentences using *do/does/did* to make them more emphatic.

- You also see siblings of different ages wearing the same clothes.
- I think it's important that parents give twins the opportunity to develop a different image.
- We made a decision to dress the twins differently.
- My mother tends to buy the children matching outfits.

Pronunciation

- 6 (36) ☆☆☆ Decide which sentence in each pair should carry emphatic stress on the verb *do*. Then listen, check and repeat.

- a I do wish they would hurry up.
b We do the housework on a Saturday morning.
- a I hope Carlos does his part of the project tonight.
b Eating late at night definitely does affect my sleep.
- a Grace did a course in Manchester last summer.
b We did enjoy the party at your place on Saturday.

- 7 ☆☆☆ Practise answering the task below. If possible, record yourself.

Compare two of the pictures, saying why people are wearing similar clothes and how sharing their identity might make them feel.



Developing writing: describing visual information

Vocabulary – Describing data: synonyms

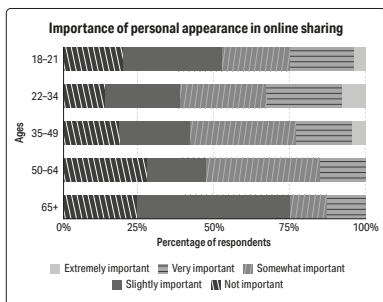
1 ☆ Match the words and phrases in the box to the synonyms.

difference · evaluate · precisely · recorded · significant · slightly · stands out from

- 1 accurately
- 2 a little
- 3 assess
- 4 distinction
- 5 important
- 6 is noticeable among
- 7 observed

2 ☆☆ Complete the sentences with the words and phrases in the box in 1.

- 1 A study was conducted to how appearance is to people sharing content online.
- 2 In order to measure responses, participants could choose between a range of possible answers.
- 3 Results were organised from oldest to youngest to see if any could be between participants of different ages.
- 4 People between 50 and 64 the other groups as considerably less concerned with appearance; more than 25% considered personal appearance to be unimportant.



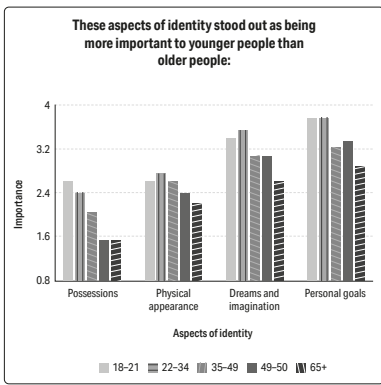
3 ☆☆☆ Read a description of the chart. According to the text, are the sentences True (T) or False (F)?

- 1 There is little difference in concern about appearance between the 18–21 and 22–34 groups. T / F
- 2 Most people between 22–64 generally thought that appearance was somewhat important. T / F
- 3 The greatest proportion of participants who considered appearance to be extremely important were 22–34. T / F
- 4 A quarter of the 50–64 category considered appearance unimportant. T / F
- 5 The fact that the oldest age group don't consider appearance to be important is noticeable. T / F

Task

The bar chart below shows the aspects of identity which were more important to different age groups.

Summarise the information by selecting and reporting the main features, and make comparisons where relevant.



5 Read the writing task and plan your summary. Make notes.

- 1 What does the chart show?
.....
- 2 What are the main features?
.....
- 3 What comparisons can you make?
.....

6 Use this paragraph plan for your review.

Paragraph 1: Introduction explaining what the bar chart shows

Paragraph 2: Main body explaining the most noticeable and important information in the bar chart

Paragraph 3: Conclusion summarising the main findings of the study

7 Write your description in your notebook. Use your notes, the paragraph plan, the writing model on the opposite page and the Writing bank to help you.

- ✓ Check
- 8 Read your description and complete this checklist.
- 1 I have used an appropriate paragraph structure.
 - 2 I have used a formal style.
 - 3 I have included passives and cleft sentences.
 - 4 I have used appropriate expressions for describing visual information.

Writing bank

Useful language for describing visual information

Describing statistics

- 5/10/15 per cent/%
- a quarter/a third/half/three-quarters of ...
- twice/three times the amount
- ... was (almost) two/three/ten/ times as...
- one in three/four/five
- the majority/minority of ...

Describing trends

- remain the same/change little
- stabilise
- fluctuate
- reach a high/peak/low
- a significant difference is
- there was less/more of a difference
- a (more/less) dramatic difference

Making comparisons

- slightly less than/considerably more than/ markedly different from ...
- One figure/Something that stands out ...
- The ... are almost the same as/broadly similar to ...
- One of the more notable changes was ...
- The highest figure was for ...
- ... stands out as ...

use a clear paragraph structure to organise your report

The chart shows the importance of personal appearance in online sharing for respondents in five age groups. Interestingly, people between 18 and 21 seem markedly less concerned with appearance than those a few years older. Between the ages of 22 and 64, the results show that the majority of participants felt that appearance was at least somewhat important. The highest percentage of people considering appearance to be extremely important **was to be found** in participants aged 22–34. **It is noticeable** that people between 50 and 64 were considerably less concerned with appearance, with over 25% indicating that it was not important to them. **What stands out** is that in the oldest age group, no respondents considered appearance to be extremely important and in fact three-quarters of participants thought appearance to be unimportant or only slightly important.

use passive structures in a more formal style

use synonyms for describing data

use cleft sentences for emphasis

In conclusion, **as might perhaps be expected** **it is younger people** in general who are more concerned with appearance when sharing content online than older generations.

4 ☆☆ Match the words for describing information (1–5) to the words with opposite meanings (a–e).

- | | |
|-------------------|-----------------|
| 1 majority | a insignificant |
| 2 remain | b considerably |
| 3 stabilise | c fluctuate |
| 4 slightly | d change |
| 5 important | e minority |